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ABSTRACT

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package focuses on utilizing the National Career Development Guidelines of the National Occupational Information Coordinating Committee (NOICC) in two-year college vocational education programs in California. Following a brief overview of the goals of career counseling/development efforts in the California Community Colleges (CCC), the second section of the report outlines the comprehensive program approach of the NOICC Guidelines, which calls for a career development strategy addressing students' personal/social goals, educational goals, and career goals. This section also summarizes current use of the NOICC Guidelines in CCC institutions; reviews the specific purposes of the Guidelines; and provides a description of their application at Sierra College, a demonstration site for their implementation from October 1987 through June 1989. Next, the report examines the Guidelines' emphasis on program outcomes, reviewing specific competencies and indicators related to students' career planning, self-knowledge, and educational and occupational exploration. The next two sections of the report examine organizational capabilities with respect to program structure and commitments, planning, facilities, and training and materials; describe elements of the Career Development Program Plan; and review personnel requirements. Finally, the report details activities within the program planning, development, and implementation phases, reviewing aspects of forming committees, conducting needs assessments, setting program standards, undertaking evaluation, and addressing staff development needs. (PAA)

Career Development

VOCATIONAL EDUCATION RESOURCE PACKET

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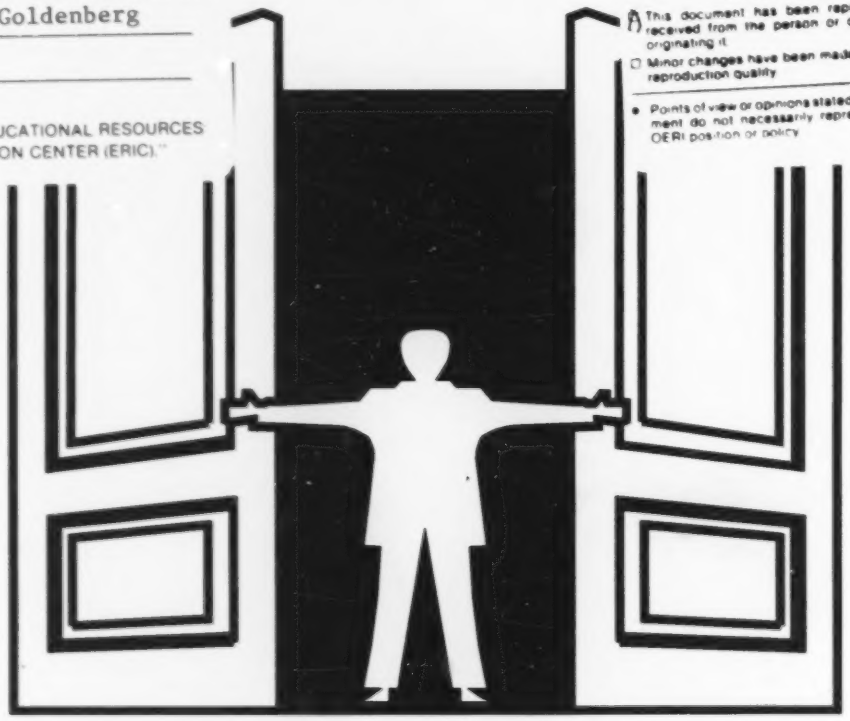

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VOCATIONAL EDUCATION RESOURCE PACKAGE

Career Development

Prepared for the
Chancellor's Office of the
California Community Colleges

Prepared by the
Evaluation and Training Institute
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Los Angeles, California 90025

1993

VOCATIONAL EDUCATION RESOURCE PACKAGES (VERPs)

Vocational Education Resource Packages (VERPs) are made available to the California Community Colleges through a special project grant. VERPs are designed to assist community college administrators and faculty in enhancing vocational education programs and services, especially those serving special population students.

Each VERP contains information about successful program strategies and ideas currently in use in vocational education programs at the California Community Colleges. VERPs enable the dissemination of various program approaches to interested colleges, and provide resource materials to improve or develop programs which respond to local needs.

The VERPs are organized along thematic lines based on the needs of California Community Colleges. This VERP provides information on career development.

VERP Titles	
Industry-Education Partnerships	Partnerships with the Public Sector
School-to-Work Transitions	Multi-media Instruction
Trends in Gender Equity	Promising Practices
Career Development	Staff Development
Rural Programs	Grant Writing

TECHNICAL ASSISTANCE

The special project grant that enabled the development and dissemination of the VERPs also provided for technical assistance. **Technical assistance services and workshops are available free of charge through June 1993.** The workshops and technical assistance will be provided by community college faculty and other resource people with relevant experience and know-how to share. Should your college wish to have an on-site workshop, or should you desire additional information, please contact:

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12300 Wilshire Boulevard, Suite 420
Los Angeles, California 90025
(310) 820-8521
(310) 207-2964 fax

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BACKGROUND

In recent years, the California Community Colleges have emphasized the importance of providing support services to help students achieve their educational and career goals. The comprehensive goals of Matriculation, the system-wide program designed to increase student success and institutional effectiveness, include specific objectives related to advisement, counseling and course selection:

- Enabling students to make wise educational choices based upon clear and sensitive appraisals of their skills, interests, and aptitudes; and

- Placing special emphasis on increasing the participation of students who are underrepresented in specific vocational and transfer programs.

The Board of Governors' parameters for matriculation recommend that colleges develop models to use counselors, faculty, and paraprofessionals in providing counseling/advisement services to students.

NATIONAL CAREER DEVELOPMENT GUIDELINES

Career counseling/development has also received attention at the national level. The National Occupational Information Coordinating Committee (NOICC), a Congressionally mandated interagency committee with representatives from the U.S. Departments of Labor, Education, Commerce, Defense and Agriculture, spent several years developing the *National Career Development Guidelines* to strengthen and enhance career development programs across the country. The NOICC *National Career Development Guidelines* provide for a comprehensive career development program, describing individual competencies, organizational capabilities and personnel requirements. Among those organizations endorsing the Guidelines are:

American Association for Counseling and Development (AACD);
American School Counselor Association (ASCA);
American Vocational Association (AVA) Guidance Division;
Council of Chief State School Officers (CCSSO); and
National Career Development Association (NCDA).

Since, 1987, the NOICC Guidelines have been tested through state and local demonstration projects in 20 states. Handbooks are available for use at the local level for each of the following groups: postsecondary institutions; community and business organizations; high schools; middle/junior high schools, and elementary schools. This vocational education resource package (VERP) focuses on utilizing the Guidelines in postsecondary institutions.

A Comprehensive Approach

The NOICC Guidelines are a comprehensive program which considers all aspects of an individual's life that contribute to her/his career development. A comprehensive program recognizes the influence of classroom learning, counseling, recreation, values, family life, and other factors, on an individual's decisions. To address the complete individual, the comprehensive program is delivered by the campus as a whole -- career counseling is only one part of the services provided. Instructional faculty, assessment center staff, business and industry representatives, and special program coordinators, among others, need to be part of the system providing career development services.

Career development is an integral part of comprehensive guidance and counseling programs. Career development programs typically address three main goal areas: personal/social goals, educational goals, and career goals. These three areas overlap and share goals. For example, goals related to self-esteem, self-awareness, and interpersonal relationships relate to both personal/social and career goals. Career information, information seeking, decision making, and placement goals relate to both educational and career goals.

A comprehensive program requires three primary elements: content, processes and structure.

- Content is driven by the competencies/outcomes you are trying to reach.

- Processes are the techniques you employ to actually deliver the content. (Most career development/career counseling programs at the colleges already offer these services, but they may not be competency-based, or they may not be focused on the kinds of competencies identified through the Guidelines.)

- Organizational structure enables the successful delivery of the program.

Career development programs need to be defined, but they cannot exist unto themselves in the counseling department, career center, or assessment center. The National Career Development Guidelines support the development and improvement of programs that are identifiable but integrated with other program areas.

As a comprehensive program, the NOICC Guidelines are intended to enhance the career development attitudes, skills, and knowledge of program participants--students, faculty, counselors, and other staff. One means of achieving this is through coordinated campus activities such as instruction, counseling, assessment, career information, placement, consultation and referral. For this to happen. a comprehensive model requires a defined structure including qualified leadership, diversified staffing, adequate facilities, materials, financial resources, and effective management.

A comprehensive program addresses diverse student needs -- some needs will be met primarily through the career or counseling center, some will be met primarily through instructional experiences, and some will be met through a combination of these. The idea of a comprehensive program is to make sure that the support is provided so that students can both identify and reach their goals. This point ties in closely with the objectives of Matriculation.

Remember that this is a comprehensive program. Not all components will be applicable for your campus. Although many ideas are presented in the Guidelines, you will need to evaluate their usefulness for your college.

The National Guidelines and Colleges

Within the California Community Colleges, the *NOICC Guidelines* were first utilized in 1987 at Sierra College. Since that time, several colleges within the state have utilized the Guidelines, adapting those elements best suited for their individual campuses. (While most community college faculty and staff are not aware of the *National Career Development Guidelines,* the majority are, however, aware of the need for enhanced career development services.)

Much of the interest in the Guidelines stems from the challenges facing counseling and career development programs in the community colleges.

- First, community college counselors must respond to the needs of an increasingly diverse student population. Colleges will experience larger enrollments of older students, females, minority, disadvantaged, disabled and limited-English-speaking students.

- Second, colleges currently operate amidst dwindling resources. Many colleges cannot afford to provide separate career counselors. Consequently, individuals who lead career guidance programs must also perform many other types of counseling functions and take on several roles.

In light of Matriculation efforts, the need for enhanced career counseling services, and the current challenges facing counseling staff, there is little question regarding the importance of career development services targeted at vocational education students and integrated/coordinated with regular Matriculation efforts.

In 1991, the Chancellor's Office of the California Community Colleges sponsored workshops throughout the state to introduce the National Career Development *Guidelines* to the colleges, and served as an important step in beginning the process of strengthening and enhancing career development at the colleges. Prior to this effort, the *National Career Development Guidelines* had not been widely disseminated in California. Through this project, the *Guidelines* were distributed to key individuals at the California Community Colleges, including the deans of

vocational/occupational education, deans of student services, counseling offices, and workshop participants.

To better utilize the information which follows, obtain a copy of the National Career Development Guidelines Local Handbook for Postsecondary Institutions. Copies have been sent to every college (to the Dean of Vocational/Occupational Education, Dean of Student Services, and counseling office). If you are unable to locate a copy on your campus, a copy of the Guidelines can be obtained through:

National Training Service Center
1500 W. Seventh Ave.
Stillwater, OK 74074-4364
(405) 743-5197

The Purpose of the National Guidelines

The broad purpose of the National Career Development Guidelines is to improve career development programs. The specific purpose is to provide criteria for comprehensive career development programs at the local level. The Guidelines use the term "career development" to include an individual's total lifestyle -- occupation, education, emotional development, social responsibility and leisure. Career development is not just the hours a student spends in a career planning class, or the time spent with a counselor -- it includes a range of experiences and decisions that accumulate importance and work to shape an individual's career knowledge, skills and pathways.

The Guidelines provide criteria for a comprehensive career program at the local level. To achieve this the Guidelines: describe the need for standards in career development; define what is meant by comprehensive career and student development; provide a comprehensive set of student competencies and indicators, organizational capabilities and personnel requirements; and present an implementation process.

The criteria outlined in the Guidelines are aimed at increasing or expanding understanding of:

- Life-long career development needs;
- Comprehensive career development programs;
- Competency-based education and training;
- Program accountability;
- Certification of counselors; and
- Legislative support for career development.

The primary uses of the National Career Development Guidelines are to:

- Strengthen career development programs.
- Enhance the achievement of career development competencies -- this means delivering a program that produces the outcomes students need in terms of career development knowledge and skills.
- Develop state and local career development standards. Colleges are not expected to take the Guidelines part and parcel as presented.
- Improve existing programs. Every community college has some type of career development program, many of them outstanding.
- Support program evaluation and accountability. Because the Guidelines encourage the establishment of measurable indicators, they facilitate the ability of colleges to know the degree to which their programs are working.

A number of colleges report that the *Guidelines* are particularly valuable as a self-assessment tool. Colleges frequently compare their current program against the program described in the *Guidelines*. This is a positive and necessary first step in strengthening and enhancing the career development/ counseling programs that currently exist.

To summarize, the NOICC Guidelines define competencies and indicators, organizational capabilities and personnel requirements. To bring these abstract principles to application levels, the Guidelines also offer a practical guide to implementation.

The Guidelines are not designed to:

- **Provide labor market information, or**
- **Identify financial resources.**

Before presenting more details about the content and implementation of the NOICC Guidelines, a case study of one community college provides a practical understanding of the Guidelines.

Case Study: Sierra College

Sierra College, with an enrollment of approximately 14,000, is located northeast of Sacramento, in an area verging on the Sierra foothills. The electronics and high tech industries have recently been growing in the vicinity of the college. From October 1987 to June 1989, Sierra College served as a demonstration site for the National Career Development Guidelines. The College encountered challenges during its 20-month pilot project, but overcame these and developed a tailored, Sierra College version of the National Career Development Guidelines. Sierra considers its version to be a "working draft" which is open to modification to fit departmental needs.

One of the obstacles that Sierra faced was getting the instructional staff and the counseling staff to understand each others' responsibilities. This was critical to get true buy-in to the Guidelines. Another challenge was the staff's uncertainty as to which career skills were most important for students to acquire. Finally, Sierra did not know what its counselors' professional development needs were.

Sierra used an innovative strategy to surmount the first of these challenges. Teams of counselors, instructors and career center staff were formed into "job shadowing" mini-projects. During a two-month period, counselors visited classrooms in Administration of Justice, Landscape Design, Plant Propagation, Electronics, Forestry, Drafting and Biology. Industry visits were also included. Instructors joined counselors in counseling sessions, investigated resources in the Career Center and visited other areas of counseling services, such as the Assessment Center.

These activities helped to improve counselors' knowledge about each vocational area, and raised their level of awareness about career options and opportunities within each field of study. It also helped to improve the bond between the vocational areas and the counseling program at Sierra College. Finally, it helped to increase instructors' awareness and appreciation of counseling programs and services, and the Career Center's resources.

Sierra College has since experienced the broad support of counselors and instructors for continued activities of this nature. Building a better understanding of each other's roles contributed greatly towards increasing communication between instructors and counselors. In addition, instructors now have access to Career Center materials that were previously unknown to them. For students, this teamwork approach has helped to establish a link from the classroom to the Counseling Center and Career Center. Overall, this approach resulted in a greater understanding of and interest in the implementation of the Guidelines. This step laid the groundwork for the Guidelines content to be integrated into the instructors' courses.

Sierra faced the challenges of determining their students' career skills needs and their counselor's professional development needs. Sierra met these challenges head-on by conducting two needs assessments, one for students and one for staff. As a result of these needs assessments, energy was focused on high priority areas.

Lessons from Sierra College

From Sierra College we learn:

- Implementation of the National Guidelines in a "shared governance" setting should include participation of faculty, administration, classified staff and students.

- The process for implementing the Guidelines should include a commitment to analyze student needs, staffing, technical capabilities, and resources of the career counseling program.

- Activities such as "job shadowing" are designed to foster an understanding of different faculty functions and will enhance the understanding of and interest in implementing the Guidelines.

The Content of the Guidelines

The National Career Development Guidelines focus on both the content (e.g. competencies, indicators, resources, etc.) as well as implementation recommendations. The Guidelines are intended to be a catalyst for developing standards and direction in three major content areas:

1. **Desired student outcomes--called Competencies and Indicators;**

2. **Organizational Capabilities; and**

3. **Personnel Requirements.**

In addition, the Guidelines address application issues related to a career development program using the NOICC resources. The Guidelines outline:

4. **Implementation plans; and**

5. **Appendices** to support local efforts, such as sample forms, local program examples, resource listings and State Occupational Information Coordinating Committee addresses.

Do not become overwhelmed. Target your initial efforts. As one college administrator commented: "We started with our counseling staff. We felt the Guidelines would have their greatest impact with this group. This has proven to be the case."

COMPETENCIES AND INDICATORS: Knowledge, Skills and Abilities

The competencies and indicators are the heart of the Guidelines. They describe the outcomes of career development programs and are the basis for program development. They represent the knowledge, skills and abilities needed to acquire skills, both academic and vocational, required to make decisions.

The Guidelines organizes competencies and indicators into three major areas: self-knowledge; educational and occupational exploration; and career planning. (Sierra College identified five areas: self-exploration, personal management, career exploration, education, and job search. Every college will want to tailor competencies to respond to its students needs, as Sierra did.)

Competencies are broad career development goals whereas indicators describe specific abilities, knowledge, and skills that participants need to develop to achieve the competencies. The competencies and indicators are the outcomes you hope to achieve.

An example of Competencies and Indicators in the area of career planning is presented below.

Example of NOICC Guideline Competency and Indicators Related to Career Planning	
Competency	Understanding how the needs and functions of society influence the nature and structure of work
Indicators	Describe the importance of work as it affects values and life style Describe how society's needs and functions affect occupational supply and demand Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities Demonstrate an understanding of the global economy and how it affects the individual

The Guidelines have identified 12 competencies within the three broad areas of self-knowledge, educational and occupational exploration, and career planning. Each competency is supported by several indicators. Another example of a competency and indicators is presented below.

Example of NOICC Guideline Competency and Indicators Related to Self-Knowledge	
Competency	Skills to Maintain a Positive Self-Concept
Indicators	Demonstrate a positive self-concept Identify skills, abilities, interests, experiences, values and personality traits and their influence on career decisions Identify achievements related to work, learning, and leisure and their influence on self perception Demonstrate a realistic understanding of self

Rework the Guidelines to fit your campus' needs. Sierra College rewrote this last competency. Their competency reads: "To Develop and Maintain Self-Esteem and Dignity." Their indicator or standard is more concrete: "Student will cite two strategies he/she has used to increase or maintain self-esteem and dignity". This level of concreteness focuses on outcomes and greatly assists in program evaluation.

The competencies and indicators specify the intended outcomes of the program and will be used to develop standards that will guide program review, improvement, and evaluation.

The figure below outlines the National Career Development Guidelines' competencies for postsecondary institution students.

The National Career Development Guidelines' Competencies for Postsecondary Institution Students
Self-knowledge - Skills to maintain a positive self-concept - Skills to maintain effective behaviors - Understanding developmental changes and transitions
Educational and Occupational Exploration - Skills to enter and participate in education and training - Skills to participate in work and life-long learning - Skills to locate, evaluate an interpret career information - Skills to prepare to seek, obtain, maintain, and change jobs - Understanding how the needs and functions of society influence the nature and structure of work
Career Planning - Skills to make decisions - Understanding the impact of work on individual and family life - Understanding the continuing changes in male/female roles - Skills to make career transitions

How do these competencies work in a real-life setting? Consider the example of students who want to initiate a job search, but have questions about how to go about it. If they attend Sierra College, they have the opportunity to master certain skills which would support their efforts. Specifically, they would be counseled to do the following:

- To know the effect of part-time as opposed to full-time employment on life and career.
- To determine how hobbies and interests relate to job settings.
- To write application letters, resumes, make telephone contacts in order to obtain a job.

- To write application letters, resumes, make telephone contacts in order to obtain a job.

- To exhibit skills and attitudes essential to prepare for an participate in a successful job interview.

- To locate information about specific employer needs and practices, and conduct informational interviews with those employed in the occupations.

- To participate in exploratory job experiences, such as ROP, cooperative education, volunteer work, internships, summer or part-time jobs.

- To develop skill in utilizing resource people as a support group while conducting a job search.

Perhaps the greatest challenge facing colleges is taking the *Guidelines*--which are general concepts--and translating them into manageable, concrete activities. The operative words of successful programs are: manageable and concrete.

ORGANIZATIONAL CAPABILITIES: The Support Needed

Organizational capabilities include program structure and commitments, planning, facilities, and training and materials. This includes administrative commitment to: establish program standards; secure needed resources; strengthen staff members' interest and expertise; redefine staff roles/responsibilities; design program implementation in manageable phases; involve internal groups, such as administrators and other institutional staff, and external groups, such as employers; and evaluate the program and monitor program effectiveness

All of these organizational capabilities should be brought together in a coordinated and comprehensive campus **Career Development Program Plan**. A comprehensive Career Development Program Plan would include the following:

- **Mission Statement** clearly relating the purpose of the career development program to the college;

- **Career Development Standards** stating how and at what level the participants will demonstrate achievement of the competencies and presenting a sequence for the delivery of the standards;

- **Program Description** outlining an overview of program strategies organized by each of the competencies. For each standard the following will be described: procedures, activities, audiences, staff and timeline; and

- **Program Structure** describing the following: leadership, staffing, facilities, budget, management plan, program timeline, and evaluation plan.

Also needed to support a Career Development Program Plan are appropriate facilities (meeting rooms, reception areas, staff offices, counseling rooms, etc.) as well as training and materials for career development staff.

PERSONNEL REQUIREMENTS: Leadership and Staff Competencies

The NOICC Guidelines outline personnel requirements needed by counselors and other staff members to deliver career development programs. This requires specific skills and knowledge in areas of:

- Counseling Strategies;
- Economic, Employment and Career Information;
- Individual and Group Assessment Techniques;
- Management and Administration Designs and Procedures;
- Implementation and Change Strategies;
- Consultation Models and Communication Vehicles; and
- Specific Populations' Needs, Resources and Methods.

In implementing the Guidelines, each college should explore the professional development needs of the personnel who will be involved in the career development program.

IMPLEMENTATION

The NOICC Guidelines provide the "how" as well as the "what". While the Guidelines outline the competencies and indicators, organizational capabilities and personnel requirements, they also discuss implementing a career development program. This is outlined in a series of activities: **planning, development and implementation.**

The Guidelines' implementation strategies can be used to improve programs by building on the strengths of existing programs. The timelines that are suggested may be modified to meet organizational needs. This process includes the following steps:

- Planning (Months 3-6)
- Development (Months 6-12)
- Implementation (Months 12-24)

CAUTION: Do not become discouraged by the NOICC time-line. Some campuses find the 3-step process of planning, development and implementation to take significantly longer. Determine a timeline that is appropriate for your campus.

STEP I: Planning

The planning function itself is composed of four components:

- Forming committees to plan the program;
- Conducting a needs assessment;
- Establishing program standards; and
- Planning for evaluation.

Forming Committees
The design and delivery of a comprehensive career development program requires a team approach. This should include various committees.

- **Steering Committee** to provide leadership and coordinate the process -- Steering Committee members may wish to receive training in Guidelines implementation before taking on the major tasks to be accomplished.

- **Advisory Committee** to review the work of the Steering Committee, enlist support for the program, and provide linkages to various groups.

- **Subcommittees** to assist in the needs assessment, program design and evaluation processes.

The following questions should be asked during this stage of planning:

- Who at our college or in our community should serve on a Career Development Steering Committee? On the subcommittees?

- Is the committee approach realistic? What support will it require?

- Who should serve as the committee leader or facilitator?

Utilize existing committees at your college (e.g. Matriculation, Curriculum, or VATEA Committees.) Enlist and focus their efforts on implementing the Guidelines.

Conducting a Needs Assessment
Ensure that the outcomes you seek are responsive to the needs of the individuals you serve. The needs assessment will identify the needs of students being served; provide information for program planning;

provide information to staff and policy-makers to ensure program support; and provide a basis for selecting and implementing program activities. Specifically, the needs assessment process: identifies respondents; develops a needs assessment instrument; collects data; and analyzes data.

The basic questions that must be addressed by every college are:

- What data should be collected in a needs assessment?
- How should the data be used?

Establish Program Standards

Using the needs assessment analysis, develop a comprehensive set of individual career development competencies with standards that are measurable and reflect the needs of the students you serve.

- The competencies and indicators should include all those rated as important on the needs assessment
- Standards specify the level or rate of performance for each indicator.

The basic questions that must be asked at every college are:

- Who should be involved in the establishment of program standards?
- How specific should the standards be?

PLANNING: Establishing Program Standards– Example from Sierra College	
Self-Knowledge Competency 1:	**Skills to maintain a positive self-concept**
Indicator	Identify personal abilities, interests, values and needs and how they influence educational and career choices
Standard	Student will list five personal abilities, interests, values and needs and will describe how they influence his/her educational and career choices
Indicator	Relate talents and personality characteristics to specific occupations
Standard	Student will identify five talents and personality characteristics and research five compatible occupations using the *Dictionary of Occupational Titles*
Indicator	Determine or clarify career and life goals based upon a realistic understanding of self
Standard	Student will describe his/her career and life goals in writing and share these with a counselor or instructor
Indicator	Determine the importance to you of work-related factors such as salary, job status, use of your abilities and opportunity for advancement
Standard	Student will develop a prioritized list ranking the importance of work-related factors

Planning for Evaluation

Evaluation should be an ongoing process of review and revision. It is the process of comparing performance against standards to determine intended versus actual results. NOICC recommends that two types of evaluation be undertaken:

1. **Process evaluation**

   Process evaluation reviews the program's procedures, structure and timeline. This involves such addressing such questions as: Were we on time? What problems were encountered? What changes are needed? What went well?

2. **Product evaluation**

   Product evaluation measures the extent to which the program was effective in reaching specific outcomes. For example: Did students' achievement meet the standards? What were the unanticipated outcomes? In what areas should greater emphasis be placed?

Both the process and product evaluation questions contribute to assessing program effectiveness and communicating the benefits and needs of the program to the college community.

STEP II: Development

The second stage in implementing the Guidelines is program development. This is primarily a process of program revision. The development function involves five necessary actions:

- Directing committees in program development;
- Reviewing the current career development program;
- Revising the career development program plan;
- Designing the evaluation; and
- Identifying staff development needs.

The questions used to address this areas include:

- What information can be used to review the current program?
- What other activities could be introduced to get instructional faculty involved?

- What are some staff development needs you can anticipate for counselors? Instructors? Administrators? Staff?
- Who should be involved in a design for evaluation and program modification?
- What are some sources for staff development?
- Who should monitor the program implementation?
- What benefits can be derived from program monitoring?
- What are some uses of the results of a program evaluation?

Some colleges have used the *Guidelines* as a standard against which to measure their current programs. By doing so, they were able to more concretely identify successful and nonsuccessful practices.

Directing Committees

Steering and Advisory Committees as well as subcommittees must commit time to ensure that:

- Individual programs meet the career development needs of all students served;
- Unnecessary duplication of learning both within and across levels is reduced; and
- Continuity of career development assistance to the individual is assured across the lifespan.

Permanent committees at the colleges already address a variety of issues related to career development. As reported earlier, several

colleges have discovered that if one of the more effective standing committees explicitly adopts career development program policies as an agenda item, progress will be achieved more efficiently than if a special committee is formed.

Reviewing Current Programs

Determine how well current campus programs relate to the standards that have been established. This requires asking such questions as:

- **Identify the information needed**
  What processes and activities are being used?
  What audiences are being reached?
  What are the strengths (and weaknesses) of the current program?
  What are the recommended changes?

- **Collect information**
  What sources of information will be used?
  Who will collect and analyze the information?
  What is the timeline for completing the review?

- **Set priorities for program improvement**
  What are the strengths (and weaknesses) of the current program in relation to each standard?
  How do these strengths (and weaknesses) compare to the needs assessment findings?
  What are the priorities for program improvement?

Revising the Career Development Program

Career development program revision involves:

- **Obtaining new program ideas**
  Colleges utilizing the Guidelines recommend that other colleges adopting the Guidelines tap into existing resources, such as conferences, ERIC, NOICC, and professional associations. In addition, it is recommended that colleges adopt processes and activities that have been developed and tested by other colleges.

- **Designing the improved program**
  In selecting new program activities ask the following:
  What evidence is there that the activity is effective?
  Is the activity appropriate for the students we serve?
  Do our staff have the expertise needed to implement the activity?
  Will resources be available to implement the activity?

- **Documenting the improved program**
  A program description should be written which gives an overview of the processes, activities, audiences, staff, schedule, program structure, and evaluation procedures.

Designing the Evaluation and Identifying Staff Development Needs

Those assigned the task of evaluation should have included a summary of their evaluation plan in the Career Development Program Plan. At a minimum, the plan should include: procedures; management plan; data elements to be collected; data analysis and interpretation plan, and method for presenting the results. Again, the evaluation should focus on both process and content. Finally, college staff will need professional development opportunities by which to strengthen their skills related to career development.

STEP III: Implementation

Implementation strategies can help college staff: secure commitments and resources; strengthen staff career development expertise; team effectively with other colleagues; clarify their roles and responsibilities; implement the revised program on a reasonable time schedule; involve key groups in the decision process; use resources effectively; and evaluate program outcomes.

- **Involve Committees**

  The committees and subcommittees continue to be actively involved in managing the implementation process.

Ensure that all activities are taking place on schedule. Confirm that key issues are being addressed.

- **Conduct Staff Development**

  The comprehensive program is introduced to staff who will be involved in implementation. This orientation provides an overview of the program, and specific training on how to conduct new activities. Additional professional development activities are arranged as needed.

- **Monitor Program Implementation**

  Those involved in implementation should closely monitor activities to identify problems and develop workable solutions.

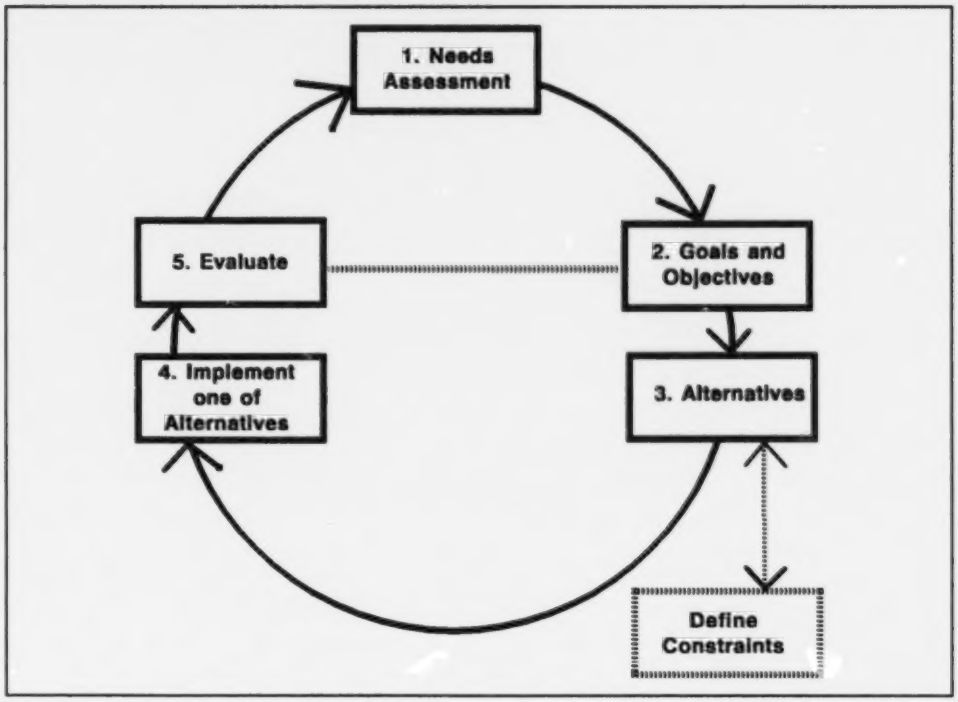
- **Evaluate and Use Results for Program Refinement**

  Colleges should execute the evaluation as planned to determine program effectiveness. In addition, staff must communicate the strengths, needs and benefits of the program.

View the implementation of the Guidelines as a cyclical process of: assessing needs, establishing objectives, developing alternatives, identifying constraints, implementing programs, and evaluating outcomes. (See figure below.)

The figure below illustrates a simplified cycle from needs assessment through evaluation. Once needs are identified in a needs assessment, specific priorities are be determined. This will lead to developing goals and objectives. Alternatives can then be developed. Based on constraints (finances, staffing, time, other priorities, etc.), the college can implement workshops, training, materials development, etc. At this point an evaluation is undertaken to determine how effectively the

implementation phase meets the goals and objectives. Following this, additional goals and objectives are addressed and/or additional needs are identified. The cycle then repeats.



RESOURCES

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208 N. Washington Street
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PAVE provides training on the National Career Development Guidelines around the country.

National Training Service Center
1500 West Seventh Avenue
Stillwater, OK 74074-4364
(405) 743-5197

Local handbooks, a training manual and a short videotape are available from NTSC for a nominal fee.